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and something less than the aggregate of the national histories to which we are accustomed, that it must be approached in a different spirit and dealt with in a different manner. This book seeks to justify that answer. It has been written primarily to show that history as one whole is amenable to a more broad and comprehensive handling than is the history of special nations and periods, a broader handling that will bring it within the normal limitations of time and energy set to the reading and education of an ordinary citizen [pp. v-vi].

The average elementary and junior high school teachers will doubtless receive greater help from such a popular treatment as this book presents than from many of the more technical and scholarly treatises.

Education in Alaska.—The American people are prone to think of Alaska in terms of snow fields and gold mines, scarcely giving any thought to the educational growth and civic development of her citizens. This laissez faire attitude by the American people is in a great measure responsible for the neglect by our government to promote education in Alaska until a very recent date. The current report¹ by L. D. Henderson, commissioner of education for Alaska, gives a very interesting and comprehensive account of the educational achievements now being made in our northwest territory. The report is introduced by an interesting historical setting, tracing the growth of education through the five distinct periods: Russian control, governmental neglect, co-operative effort between government and various religious denominations, local control and establishment of schools for white children, and finally, the legislative act of 1917, granting the people of Alaska the right to control their own schools.

Although educational supervision and administration in Alaska is carried on under the most extreme difficulties, due to the climate and heterogeneity of the population, yet the rapid progress made during the last few years is highly exemplary. The efficiency of the Alaskan schools is clearly illustrated by the data showing that in almost every instance the children of Alaska scored above the average in the various school tests, and further by the fact that a number of the secondary schools have been accredited by the University of Washington.

The report is detailed and comprehensive, dealing clearly with every phase of education. The statistics and tables are simple and practically arranged and are of great value in studying the classification and organization of Alaskan schools.

The report is well worth consideration by educational readers.

The health of school children.—Numerous agencies are at present engaged in specialized efforts to improve the general health situation in this country and to instruct individuals, especially young people, in matters pertaining to the care of one's health. Particularly pronounced is the attention being

¹ *Report of the Commissioner of Education for 1918-1920, Territory of Alaska.* Juneau, Alaska: *Juneau Daily Capital*, 1921. Pp. 96.